

**Exercise 5.2**

## Differentiating Content, Process, and Product Based on Student Readiness

Here are some suggestions for activities that can help you differentiate content, process, and product based on your students' readiness. Add to each section other activities that you and your colleagues feel are appropriate. Building administrators can use this activity at a faculty meeting to discuss the school's progress in working toward differentiating these three components based on student readiness.

### Differentiating Content Based on Readiness

1. Use a metaphor from a student's life to help him or her understand an abstract idea in science.
2. Provide students with texts in which the most essential passages have been highlighted so that a student with reading/language difficulties can succeed with what matters most.
3. Use small-group instruction targeted at members' readiness levels.
4. Ask a student who is struggling with reading to meet with two reading groups a day rather than one.
5. Offer mini-workshops as students' work indicates difficulty with key content.
6. Provide key vocabulary lists with both drawn and written definitions to help students understand a text or lecture.

### Additional Activities

### Differentiating Process Based on Readiness

1. Use manipulatives to help some students understand fractions (but don't use them with students who already understand the concept fully).
2. Use a computer math tutorial that assesses a student's readiness and provides tasks and feedback at the appropriate level.

3. Assign students to learning stations for varied lengths of time to account for the different lengths of time they will need to succeed with the content at the stations.
4. Give directions one at a time to students who have difficulty with multistep tasks.
5. Model a task for English learners who need a bridge to understanding written directions for the task.
6. Increase or decrease the number of practice opportunities for a given skill based on readiness needs.

### **Additional Activities**

### **Differentiating Products Based on Readiness**

1. Ask some students to apply a concept or skill to a familiar context and more advanced students to apply the concept or skill to an unfamiliar context.
2. Provide resource materials in a student's first language, even though the product must be developed in English.
3. Provide a spell-check program for a student with a learning disability related to vocabulary and language.
4. Ask a student to turn in a draft a week before the final product is due because the student has undertaken a very complex product and needs not feel penalized for taking the risk.
5. Give some students who have difficulty with timelines a planner to map out when they will need to complete various components of a product in order to meet the submission deadline.
6. Provide models of effective student work at different levels of sophistication to match students' readiness levels.

### **Additional Activities**